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ABSTRACT

The second volume of Innovative Education Practices presents descriptions of 84 outstanding projects funded under Title III of the Elementary and Secondary Education Act. The projects are in the areas of School Administration; Special Education; Guidance; Reading, Math, and Academics; Early Childhood Education; Teacher/Staff Development; Compensatory Education; Career Education; Environmental Education; and Special Curriculum. Each project has produced credible evidence of its cost, effectiveness, and exportability as evaluated in mid-1974 by a validation team from a state other than that in which the project took place. The purpose of this publication is to allow a school district to choose from already proven successful practices. More information on any project may be requested. A list, by state, of people charged with administering Title III state programs is included. (KKC)

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Innovative Education Practices

Volume II

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INTRODUCTION

In this, the second volume of *Innovative Education Practices*, we are pleased to present 84 outstanding projects funded under Title III of the Elementary and Secondary Education Act.

The projects deal with varied educational problems. For example, one trains itinerant tutors for teaching learning disabled children while another rescues teenaged parolees from penal institutions. Yet all have a common characteristic. They are successful – successful in terms of doing what they said they would do for their target population, whether students, teachers, administrators, aides or parents.

The projects have also produced credible evidence of their cost and exportability. In other words, another school district or state can approach the project with confidence that the data reported by the project in terms of its cost, effectiveness and exportability factors were verified in mid-1974 by a validation team from another state. The team uses an especially prepared handbook developed by state and national advisory council members and the staff of state and federal education agencies to validate project activities.

The ultimate aim is to allow a district with an unresolved educational need to be able to pick and choose from already proven successful practices. In this way, knowledge precludes spending; adoption allows flexibility to choose from among many approaches.

As chairman of the National Advisory Council on ESEA Title III, I have seen first hand the hard work and dedication of project directors, state advisory councils, state departments of education and the staff of the U.S. Office of Education as each performed a specific role in this national effort. Their work has and will continue to pay off as information on these successful efforts is disseminated to other districts and states.

We encourage readers to browse with care among the projects. If more information is desired on any projects, please use the coupon at the end of this publication to let us know of your interest. We will forward your request to appropriate project directors.

Inez C. Eddings
Chairman

SCHOOL ADMINISTRATION

Validated projects in the area of School Administration reflect the concerns of school districts—acting singly, with other districts in cooperatives and sometimes in an entire-state approach—to make schools more effective and productive. A prime example of where such action is necessary occurs with the student who drops out, either physically or mentally. Under Title III programs, schools are striving to find means of keeping students in, and interested in, school.

The means range from alternative school plans and senior-year transitional plans to flexible modular programs and minicourse offerings. Sometimes change is demanded as costs skyrocket. Schools are attempting to beat the dollar squeeze by inaugurating year-round plans or trimesters or by joining forces with other districts in cooperative efforts to get the most services for the most students at a reasonable cost. School administrators are finding out and adjusting to the fact that the old ways require sharpening, especially when an attempt is made to fit them in with new school designs, such as the open school, or new staffing patterns, including the use of instructional teams and paraprofessionals. The key word, then, is *transitional* rather than traditional.

PIE (Project to Individualize Education)

A change in the overall learning environment for students and teachers is the No. 1 objective of PIE. More specifically, PIE describes itself as a Title III project designed to foster student development of positive attitudes toward community, school, peers, teaching and learning through individualized education. PIE operates as an alternative school-within-a-school, offering individualized programs to 900 students in grades 7-12. Students are expected to take responsibility for their learning by scheduling their time on a weekly basis. They select teacher advisors, who provide help and support, keep track of student progress and attendance and make contact with parents. Most instruction is carried out with teacher-created or adapted materials, and courses vary in length from one day to a year. PIE has led to many changes in the school district, including the replacement of department chairmen with directors of alternative schools; the adoption of the teacher-advisor concept; and more schoolwide emphasis on teacher-student relationships. The innovative aspects of PIE include scheduling, horizontal relationships with teachers, individualized approaches and field experiences. The validation report noted that the project students stay in school longer than regular program students and have a better attitude toward their peers. Donald A. Price, Project Director, Quincy Public School, 1444 Maine St., Quincy, Illinois 62301 (217) 223-8700. *Project Number 1

Open Space Education in a Conventional Building

Plainfield Junior-Senior High School and Van Buren Elementary have developed an open concept school "spirit" while working within the confines of traditional school buildings. Teachers plan new learning units, and space is set aside in the buildings to accommodate independent activities. In junior high, all seventh- and eighth-grade students are included in a Block Program. Each Block consists of 150 students, a team of four teachers, one from each of the areas of English, mathematics, social studies and science, and a teacher aide. A flexible, non-modular schedule allowed by the program enables the school to offer students a variety of learning activities in these four subjects during the five hours a day that the Block is in session. During the remaining two and one-half hours of the school day, students attend classes in subjects other than the four subject areas listed above. Students in grades two through six in Van Buren Elementary participate in the design of learning contracts with their teachers. The idea is for each child to feel responsible for the contract. Salvatore F. Scaglione, Project Director, Plainfield Junior-Senior High School, 709 Stafford Rd., Plainfield, Indiana 46168 (317) 839-2569. No. 2

Establishment of a Regional Supplemental Service Center

The Northern Regional Service Center was designed to make educators in 665 Northern Indiana schools more aware of the instructional services offered by the State Department of Education and to bring about the adoption of innovative practices by teachers, principals and superintendents. The Center hired 18 content area specialists to carry out three functions with local districts. Each specialist was to use a variety of approaches in providing consultative services, inservice

*Additional information on projects can be obtained by completing and returning the form at the end of this publication.

training and in-depth workshops. The Center's services were used by more than 7,000 educators in a one-year period. The Drug Abuse Education Consultant, for example, worked with 42 five-member community teams in providing a coordinated attack on drug problems. More than 155 of the region's teachers were involved in an interdisciplinary environmental education program. The validation team noted that the project has met overall goals and has demonstrated the feasibility of regional services for the State of Indiana. The team also sites three spinoffs: an increase in interagency cooperation, the development of cross-disciplinary projects and the development of close ties between regional center personnel and professional organizations. Alfred E. Speck, Project Director, South Bend Community School Corp., 635 S. Main St., South Bend, Indiana 46623 (219) 289-7904. No. 3

Urban Centers for Quality Integrated Education

Urban Centers for Quality Integrated Education is the method chosen by Minneapolis to merge two primary schools, one with a 56% black enrollment, the other with a 2% black enrollment. Desegregation of the schools by pairing them was seen by school administrators as an opportunity to upgrade instructional programs at both schools. One school became a K-3 center in which a continuous progress program was put into operation, while the second was designated a center for students in grades 4-6 with a nongraded structure. Both schools adopted a staggered bus schedule, allowing minimum purchase of new buses. Each school broadened the health and social services offered to students, aided by additional staffing provided with Title III funds. Each school provides tutorial programs for educable mentally retarded children or those with special learning behavior problems, and each holds extensive after-school programs for both adults and children as a means of building community support. Parents have demonstrated their willingness to contribute to smooth desegregation by holding morning and evening coffee parties to which all parents and the classroom teacher have been invited. Bradley Bentson and Gladys Anderson, Project Directors, Minneapolis Public Schools, 807 N. E. Broadway, Minneapolis, Minnesota 55413 (612) 827-3849 or 827-4689. No. 4

Mora 45-15 Elementary School Schedule

Mora School District decided to keep its elementary school open year round when it came face to face with increasing enrollment, the failure of bond issues and increasing costs. The Title III project helped the district

plan and implement a 45-15 concept in all its phases, starting in July, 1971. Students are divided into four groups, with each group attending four sessions, each 45 days in length, followed by 15 days of vacation. Only three groups are in attendance at any one time. The project achieved its objectives for Mora, namely: student capacity was increased by 31.2%; the cost for implementing the 45-15 plan was less than that possible under four other options; elementary students are achieving scores equal to or above national norms (pre 45-15 scores indicated Mora students actually were below national norms); the results of four questionnaires (to students, parents, teachers, community) indicated a majority of each group favored 45-15. A bonus for elementary students was "Intersession"—enrichment programs such as arts and crafts or remedial help—made available during 15-day vacation periods. Richard E. Smith, Project Director, Independent School District #332, 400 E. Maple Ave., Mora, Minnesota 55051 (612) 679-3731. No. 5

The K-12 Open School

When an alternative school is filled to its capacity of 500 students—with another 1000 on a waiting list—something's going right. Furthermore, the nationally acclaimed K-12 Open School in St. Paul, Minnesota, notes that 77% of the students who originally enrolled were still in the school after three years. The Open School aims at providing students with learning experiences that exceed district standards for courses, materials, people resources and the use of the community. As far as costs are concerned, the Open School operates at or below the district's average per-pupil expenditure. Affective dimensions of learning are emphasized; grading, grade levels, required courses, bells and fixed schedules are not. Students are encouraged to design their own programs and to establish goals and appraise progress, while maintaining academic achievement levels in reading, math and vocabulary. Based on achievement tests, personality assessment instruments, interviews, observation questionnaires and case studies, the following results emerge: "Students were found to be at about the level one would expect in reading, somewhat lower in math and much higher in vocabulary." Attitude toward school by students was "very positive," which was also found to be true with parents. Wayne Jennings, Project Director, The K-12 Open School, 1885 University Ave., St. Paul, Minnesota 55104 (612) 647-0186. No. 6

Facilitating Learning Through Systems Modification

Most students at Central High School in Cape

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Girardeau, Missouri, prefer a trimester/modular scheduling plan over the traditional school year. In addition, some students experienced significant improvement in achievement scores as a result of the switch. None experienced a detrimental effect. These two conclusions attest to the success of the new scheduling plan for the 1,250-student senior high school, which was in full operation by 1972-73. A majority of the teachers also indicated their preference for the plan and more teachers, as well as more students, expressed positive reactions to the plan as they became accustomed to it. Inservice education for faculty members helped expedite the changeover to modular scheduling, which called for 14 modules per day, each 27 minutes in length. Individual classes were assigned a specific number of modules (2, 3, 4 or 5) and were taught for 12, 24 or 36 weeks. The school year was organized into trimesters of 60 days in length. As noted by the validation team, the establishment of the modular day at Central High School made more efficient use of staff, which resulted in significant cost effectiveness. Fewer teaching stations were required each trimester, and classroom teachers were able to spend more time with students on a daily basis, generally with fewer preparations. Norris E. Johnson, Project Director, Cape Girardeau Public School, 205 Carruthers, Cape Girardeau, Missouri 63701 (314) 335-9452. No. 7

North Country Education Services

The citizens in 4,000 square miles of the North Country of New Hampshire now have a vehicle for solving common educational problems—an educational services delivery system. Although the services provided in the way of direct help to pupils and administrative services are not innovative, the concept of shared services among politically independent and geographically fragmented rural areas of the state had to be proved to be accepted. Title III initiated the project, which currently provides a centrally located multimedia collection, four speech and hearing therapists who travel from school to school, special education consultants, a school psychologist program in cooperation with local mental health agencies, one traveling repair technician who services multimedia equipment for participating schools, an early childhood education program which provides ten weekly inservice workshops for preschool and elementary teachers and community relations which is a continuous effort program to involve citizens in the identification and solution of local educational problems. Leon J. Lakin, Project Director, North Country Education Services, Railroad and Exchange Sts., Gorham, New Hampshire 03581 (603) 466-2090. No. 8

Developing a Student-Oriented Senior Elective Program

When increased absenteeism by students and teachers gave evidence of boredom and apathy, particularly among high school seniors, Rumson-Fair Haven Regional High School decided to experiment with an alternative program. Setting up an alternative approach for seniors was seen as a way to provide for a transitional year between traditional high school and the beginning of college. (Eighty-five percent of Rumson-Fair Haven Regional High School's seniors go on to college.) Courses required for college acceptance could be consolidated into the first three years of high school, with the fourth year composed of traditional courses, minicourses, precepts and independent study. More than 50 new courses of study were written. In precepts, small groups of students meet weekly with a teacher advisor who aids students in the selection of topics for independent study and in solving personal problems. The results: seniors who participated totally in the alternative senior program achieved as well as students enrolled in a conventional program in their knowledge and use of social studies concepts and significantly exceeded the students in the conventional program in their satisfaction with and interest in their educational experiences. Newton Beron, Project Director, Rumson-Fair Haven Regional High School, Ridge Rd., Rumson, New Jersey 07760 (201) 842-1597. No. 9

Instructional Support System

An elaborate monitoring system to provide a constant watch and immediate feedback on student achievement in reading and mathematics is now in effect for approximately 4,800 K-9 students in Guilderland, New York. The system provides computer scoring of criterion-referenced measures and reports of achievement by individual students. It stores and retrieves the desired information which is used to evaluate programs and to make instructional decisions. In addition, longitudinal reports on individual students may be obtained. The project's first tasks were to put in place an objective-based curriculum (rated a plus by the validation team), accompanied by criterion-referenced tests to measure student achievement of the objectives. Teachers received training in use of the system, and they continuously correct and revise the curriculum materials in workshop sessions. The educational services unit in Albany provides computer services, with results available within 24 hours on test scores and reports. The evaluation team reports that the outcomes are at least as good as those derived

under a conventional approach to teaching and testing, while adding that "the evaluative results provide a much more extensive check in the long run on student progress than that created by the ordinary classroom teacher," Thaddeus S. Obloy, Project Director, Guilderland Central School District #2, State Farm Rd., Guilderland, New York 12084 (518) 456-6200. No. 10

Organizing Resources by Instructional Teams

Project ORBIT emphasizes that it is a "person program." By that it means that its primary attention is focused on teachers, paraprofessionals, students, parents, outside resource persons and administrators. ORBIT's goal, as an alternative all-inclusive program available to students on a voluntary basis, is to increase academic achievement and to improve student attitude toward school through a number of means: differentiated staffing, individualized instruction, intensive teacher training and the use of volunteers. Teachers work in teams, each one composed of from 6 to 11 persons, including two paraprofessionals, and headed by an elected team leader. Students set goals and do self-evaluations, as well as help select the curriculum. Reading and mathematics activities each occupy about 45 minutes daily for all students, with the remainder of the day devoted to core curriculum, minicourses and I-See inquiry centers. Seventh and eighth graders are offered special studies and elementary students are exposed to or take part in numerous everyday or special activities in the community. "By any measure," the project report notes, "ORBIT students outperformed control groups in all three years of the project." Harbison Pool, Project Director, Oberlin City Schools, 65 N. Pleasant St., Oberlin, Ohio 44074 (216) 774-8117. No. 11

Accountability and Mini-Courses

Change in the curriculum of the Edmond, Oklahoma, Public Schools resulted from the instigation of mini-courses for seventh and eighth graders. Approximately 1,000 students, 40 teachers and 50 citizens worked together in planning for and implementing the mini-courses, with students voting on selected topics. All three groups also participated in the evaluation of each mini-course. Persons from the community were asked to contribute their time and expertise where the chosen topics related to their occupations. The mini-courses ran from one to three days in length and covered topics such as gun safety, charm school and pre-driver education and safety. Project personnel say the results of the project "seem to verify that involvement in working for a common cause will increase

lines of communication." Kenneth Elsner, Project Director, Edmond Public Schools, 1216 S. Rankin, Edmond, Oklahoma 73034 (405) 341-2246. No. 12

FOCUS: School Within A School

Day-to-day classroom activities may determine whether students become dropouts, according to FOCUS. So FOCUS is different. One hundred students, grades 9-12, participate in the project, qualifying on the basis of criteria such as: they have considered leaving school; they do not respect or respond to authority; they have high potential but low productivity. FOCUS's aims are mainly affective, although it can be proven that students have made "respectable cognitive growth." FOCUS is a self-contained instructional program designed by students and staff around five activities: communications, analysis (science and mathematics), values (social relationships), realities (economic, political and occupational activities) and electives. All students must attain competency in reading and mathematics skills. They are encouraged to work in the community and in other school settings, e.g., as elementary grade tutors. Concurrently, community volunteers become skill area instructors and discussion and workshop leaders. Undergraduate student teachers work in pairs in FOCUS, lowering even more the 20:1 pupil/teacher ratio. The program's budget is comparable to that of other programs, although it uses more teacher-made and student-made materials and has acquired an extensive array of media hardware like cameras and projectors. FOCUS is accepted, says the director, as an educationally credible program capable of providing learning experiences congruent with the needs of all high school students. Ralph T. Nelsen, Project Director, Portland Public Schools, 2735 N. E. 82nd St., Portland, Oregon 97220 (503) 253-4781. No. 13

A Model for Cooperative Dissemination/Utilization of Promising Products/Programs
The MOD Project

Region 10 Education Services Center in Richardson, Texas, has taken to heart the request of Texas school districts that they be made aware of new educational programs and practices. The model for dissemination developed by the Center, with the help of Title III funds, concentrates on awareness activities. Representatives from local districts served by the Center were invited to attend an awareness conference which provided information on programs developed by federally funded education laboratories in seven areas of concern: bilingual and multicultural education, commun-

ity-school relations, counseling and guidance, creative use of leisure time, early childhood education, new methods of individualized instruction and reading and mathematics. A district interested in pilot testing one of the selected programs may apply to the Service Center for help in installation. Final selection of participating districts is made by the Center. A redirection of federal money forced the education laboratories to withdraw from the intended joint dissemination effort, with the result that the Center independently conducted pilot training of school personnel and drew on local consultants in testing the model. The validation team notes that "the model of dissemination developed in this project is an effective mode of increasing awareness levels pertaining to promising educational products/programs." Fred L. Fifer, Jr., Project Director, Region 10 Education Service Center, 400 E. Spring Valley Rd., Box 1300, Richardson, Texas 75080 (214) 231-6301. No. 14

Regeneration: Inner-City School Survival

Inner-city education in Norfolk's oldest high school is undergoing some drastic changes to accompany the renovation of a 1910 building. A phase-elective, nongraded, flexible modular program has been introduced in the high school. Students select from 800 "phases" consisting of over 350 separate course offerings. Traditional semesters have been replaced by nine-week sessions. A team of teachers establishes the objectives for each course, writes the syllabus and determines the best mode of instruction, including large-group lectures and demonstrations, interaction classes and laboratory classes. The amount of time spent in each class varies from 30 to 120 minutes. Each student has a minimum of three mods a day (a total of 45 minutes) in unscheduled "gain time," to use at his discretion. Teachers receive preservice and inservice training in team teaching, working with various size groups of students, helping students profit from independent learning activities and the new curriculum. The best aspect of the new modular scheduling program, according to students, is the wide variety of courses offered, with the second best aspect reported to be the allowance for gain time. Only 8% of the students said they would like to "go back to the old program with the same teachers, classes, study halls and lunch periods every day," while 78% expressed a desire to continue the program as is or with some minor changes. Harrison G. Dudley, Project Director, Maury High School, 322 W. 15th St., Norfolk, Virginia 23517 (804) 441-2448. No. 15

SPECIAL EDUCATION

Special education has come into its own as a top priority for school districts, due to legislative mandates to mainstream handicapped children along with emphasis on providing an equitable, life-serving educatic , for all children. Early identification of the child's particular handicap, as well as the proper prescription, techniques, materials and follow-through constitute specific hurdles for administrators, specialists, parents and paraprofessionals. For the child, a program in which he can succeed is all important. Validated projects in this area attack the problems of children who are classified as handicapped, e.g., those with articulatory disorders, hearing impairments, visual handicaps, psychomotor deficiencies, or learning disabilities. Title III projects are exploring ways to train aides, tutors and parents in working with handicapped children and to develop learning packages and materials for home and school use. Such projects are responding to what appears to be the crux of special education problems—early identification and action—action that involves the child's parents, peers and teachers.

A Pilot Project Utilizing Supportive Personnel Using Behavior Modification Techniques with Articulatory Disordered Children

School children with speech problems in three Iowa counties are now receiving more attention through an aide program set up with the help of Title III. The aides are trained to work directly with children who have mild to moderate articulatory disorders, i.e., they substitute, omit or distort a speech sound. The project permits the speech clinicians normally employed by the participating school districts to devote greater attention to youngsters with more serious speech problems. The aides travel from district to district, working with children in 20 to 30 minute sessions under the supervision of the speech clinicians. On such a schedule, each aide can provide nine to thirteen children daily with individualized attention to their speech problems. Based on several outside evaluations, the project concluded that aides can be feasibly employed to administer articulation programs to selected children, that waiting lists diminish when children are assigned to aides, that the aides can use the materials produced in conjunction with the project, that more children particularly those in fifth grade and above,

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routinely receive the speech therapy they need. The aide program has become a regular part of the tri-county speech program. The project also found that aides can work with children with language and fluency problems and that they can be used to administer hearing screenings at a greatly reduced cost. Kenneth D. Barker, Project Director, Tri-County Special Education Unit, 1340 Mt. Pleasant St., Burlington, Iowa 52601 (319) 753-2497. No. 16

Early Childhood Services for Visually Impaired Children

"Too little, too late" describes the usual situation encountered by the families of the very young, visually-handicapped child. The learning Center turns this situation around by providing stimulation and training for such children, from infancy to age eight, and by providing support and instruction to their parents from the time they first learn of the child's handicap to the point where they can develop realistic expectations for the child. In the Center and at home, children are taught basic concepts and daily living skills, and are oriented by pre-academic skills development and language development. They learn to explore and move independently in their surroundings, which improves their self-concept. The Center employs a diagnostic and prescriptive service for children three or more years old and a language development program for multihandicapped blind children. One teacher goes into homes where she teaches very young children and a social worker gives support and guidance to parents by providing individual counseling and classes in behavior management. The Learning Center has developed a comprehensive curriculum document, with a built-in evaluation strategy. It is designed to promote optimum normal development and it allows for individual differences among visually-handicapped children. This material is being field tested now and anyone interested in participating should contact the Project Director. Another outstanding contribution is the effective use of staff in delivering services to the target population. The project's greatest service, according to parents, has been to remove their feeling of helplessness and to replace it with one of positive action. They note that their families have benefitted from the change in attitude. Rosemary O'Brien, Project Director, Rock Creek Palisades Elementary School, 3901 Denfeld Ave., Kensington, Maryland 20795 (301) 942-6050. No. 17

Hapt.. Perceptual Development

A "simulistic set of experiences and exercises" may be meaningful in affecting students' academic capability, notes the validation report for this Title III project. Participants in the program are K-2 students who are described by their teachers as "having significant learning deficiencies, coordination problems, hyperactivity or hypoactivity, emotional instability, short attention spans," all problems that may be related to psychomotor deficiencies. During the third year of the project, programs were conducted for groups of 15 children in nine elementary schools, with demonstrable success in promoting pupil growth in the psychomotor domain. Aides trained by the project director work with a maximum of three children at a time. The program is usually set up in a large open area such as a gym where each child works at a series of five stations daily, four days a week. Station 1 emphasizes activities that improve body image and spatial perception; Station 2 provides activities for improving differentiation of body parts and laterality; Station 3 contains balance and posture improvement activities; Station 4 focuses on form perception improvement; and Station 5 involves trampoline activities. The aides keep track of the children's progress in meeting individual performance objectives. Because the children in the program have experienced much failure, the aides' responsibility is to find an activity that each child can succeed in and then build on it. Yvonne Wilson, Project Director, St. Clair County Intermediate School District, 1111 Delaware, Marysville, Michigan 48040 (313) 364-8990. No. 18

Hard of Hearing Children in the Regular Classroom

Children with mild hearing impairments—and their teachers—need extra help if the children are to profit from a regular classroom environment. On that basis, 58 elementary children and their teachers in Oakland Schools, Pontiac, Michigan, participated in an experimental program that explored the use of wireless amplifiers, teacher counselor services and audio-visual units. A four-part audio-visual program, developed by the project, was made available to teachers and parents in an effort to increase their understanding of hearing impairments. Children in two of four experimental groups wore wireless amplifying units throughout the school day. The units were evaluated by comparing the child's speech discrimination scores under various classroom conditions. In 71% of the cases, the units improved the child's ability to discriminate speech. Based on its findings, the project notes that the "visibility" of the hard of hearing child improves if the teacher is provided with some type of experience with deafness. R. Larry Paul, Project Director, Oakland

Schools, 2100 Pontiac Lake Rd., Pontiac, Michigan 48054 (313) 338-1011. No. 19

Speech and Language Development for Trainable Mentally Retarded

Appropriate curriculum material is necessary when teaching speech and language skills to the trainable mentally retarded according to the Speech and Language project developers. The concern for retarded students, who are unable to make their needs known, prompted the initiation of the Title III project. A teacher's guide and 16 curriculum packets were produced by the Title III staff and field tested in four schools which conduct training programs for mentally retarded students. The packet development was based on work by a therapist in affecting change and identifying the causes of change in the behavior of the mentally retarded. Students receive 20 minutes daily therapy and results are computed on charts and graphs for each packet. Adopting schools are provided inservice training in use of the packets prior to installation. The reliability and validity of the project and the curriculum were certified this year with the validation team noting that "the development design proved positive growth with the trainable mentally retarded in the initial Sidney school and four selected field testing schools." Michaela Nelson, Project Director, Educational Service Unit #14, 1114 Toledo St., Box 414, Sidney, Nebraska 69162 (308) 254-4677. No. 20

Learning Abilities Development (LAD)

The "aspiration approach" with emphasis on accepting and developing each individual's potential, has been introduced to two adjoining North Carolina systems as part of a Title III project. The project focuses on children in grades K-3 who are experiencing severe learning difficulty and who need help in developing their ability to perform academic tasks. Teachers are trained to identify the learning needs of children, to select and prepare appropriate developmental programs and to evaluate the effectiveness of the programs on each child. Starting with observation of the tasks that are difficult for the child, the teacher counts and records the child's performance and refers to a Key Chart which gives specific references for that ability. She then selects the type of program best suited to the child's needs. Activities may include games, peer work, parent involvement and the use of audio-visual equipment. The teacher is responsible for recording the child's performance of selected tasks. This record (on the Standard Behavior Chart) enables the teacher to determine when the child is ready for a new and more difficult program. William Seaver, Project Director, P.O. Box 928, Misenheimer, North Carolina 28109 (704) 982-9819. No. 21

Northwest Special Education Model

Children who appear to be lazy, unmotivated or intellectually limited may actually be learning disabled. This was found to be the case with 38 children in grades 1-8 in five rural school districts of Burke County in North Dakota. As part of the multidistrict's Title III project, specialized remedial assistance is provided to children with learning disabilities through direct tutorial assistance. Teachers are provided inservice training and consultative assistance. Commercial materials have been modified or adapted by project staff to meet the needs of the learning disabled student. Itinerant tutors work with each child in 30-minute sessions twice weekly (minimum) and the classroom teachers follow up with in-class instruction. Remedial sessions are held both in and out of the classroom, but the project emphasizes the need to mainstream the child. The tutor is phased out as the classroom teacher carries out a remediation plan, with consultative help available at all times. Joan Bonsness, Project Director, Burke Central School District #36, Lignite, North Dakota 58752 (701) 933-2532. No. 22

GUIDANCE AND COUNSELING

Validated Title III projects in guidance and counseling usually have a mission to fulfill: reducing the dropout rate, serving as a counter force to rising disciplinary cases, serving as a bridge between different cultural or ethnic groups, helping to ease qualms during desegregation or helping teachers with students they can't figure out. The methods are just as varied as the problems encountered by the counselors. Among the validated projects, behavior modification techniques have been introduced to both school and home in order to provide positive feedback to youngsters. In a rural town with a largely white population and 45 Indian families, bridging the cultural gap was approached by providing free breakfasts for elementary children, a community learning and cultural center and a traveling van. Many of the projects deal with elementary students where guidance services are rare and, according to one project, where the problems have to do with life adjustment, not psychic mystique.

Guidance Objectives and Learner Success

The Fountain Valley (California) School District set up an elementary school counseling program at Bushard School when impelled by stark statistics. Sixty percent of the students at one school lived in an area with the highest student-police contact rate in the city; 16% of the students were reading below their ability level. The project conducted parent and teacher workshops in constructive methods for changing children's behavior in four project schools. Rooms were made available for individual and group counseling and they also served as "motivational centers" where students could pursue special activities. Students set goals under an incentive program which enabled them to earn points toward monthly or end-of-the-semester trips. Teachers reacted positively to the project, and vandalism at the project schools decreased by 18% over the previous school year. Experimental students are making "greater gains in reading than have the control students" with the average rate of police contact per school consistently decreasing, the project report notes. Milo Bibelheimer, Project Director, Fountain Valley School District, Number 1 Lightouse La., Fountain Valley, California 92708 (714) 842-6651. No. 23

Pupil Personnel Services Demonstration Project

When cross busing became mandatory in the Pinellas County, Florida, schools, a pupils' services project was set up to make the transition as smooth as possible. In the Child Study Center, one aspect of the project, referred children receive diagnoses, learning evaluations, sensory evaluations and additional medical, psychiatric or visual evaluations as needed. A short-term treatment program and long-term follow-through are arranged. More than 140 children in grades K-8 received services at the Center in 1973-74, with additional consultation provided to parents, teachers and other school personnel. The project's Developmental Play Therapy concentrates on providing group activities that improve interpersonal functioning and on selecting adults to supervise play activities on a one-to-one basis with children who need adult models. Twenty-five children benefited from the program in 1973-74. Positive Alternatives to Student Suspensions, another part of the project, allows the use of preventive and remedial approaches for students in grades 7-12. Methods include individual and group consultation with faculty, students and parents. A "time-out" room, added to each school, provides a nonpunitive, neutral retreat for students while they are resolving personal or school-related problems. Ralph E. Bailey, Project Director, School Board of Pinellas County, 1960 E. Druid Rd., Clearwater, Florida 33701 (813) 821-5260. No. 24

Community Guidance

A Title III project in Alliance, Nebraska, is trying to bridge cultural and educational gaps between a largely white community of 7,000 and its largest minority group, 45 Indian families. Need for the project became intense with the picketing of graduation ceremonies in 1971 because not a single Indian had been graduated from Alliance High School in over 30 years. The project works with 100 Indian students and their parents. Activities are guidance-oriented and the objectives center on the improvement of Indian students' attitudes toward education, involvement in the project by the Indian community and a positive response by all elements of the community. A learning center has been opened for Indian students in the community's business district. Students play games, take part in educational activities and receive tutoring during afternoon and evening hours. Cultural materials are on hand. A van transports students to a free breakfast program, which has caused increased attendance by elementary students. Following are other results: six Indian students were graduated from high school in

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two project years, with all in college or planning to go; over 90% of the Indian students indicated positive attitudes toward the learning center, school in general and public school teachers; Indian students were participating in co-curricular activities; Indian parents have been involved in decision making by the project's Advisory Board and in a Lakota language class at the learning center. Bill Podraza, Project Director, Alliance City Schools, 100 W. 14th St., Alliance, Nebraska 69301 (308) 762-4334. No. 25

SPOT (Social Problems of Today)

SPOT concentrates on giving students a chance to move out of their passive, nonparticipating role and to become committed and involved through an action-oriented guidance program. Operating in Rockwall Independent School District, SPOT involves students in activities that enable them to become student trainers with an understanding of effective decision making; of the necessity for interaction, involvement and growth of others; and of the effects of peer influence. Results of the project indicate that student trainers have grown in their own individuality and self-confidence, in their position in relation to their peer group and in their willingness to take an active interest in school; that students see, more than ever, the need for school rules; that relationships with teachers have improved, with teachers now considered more friendly and showing more respect for students. The major unexpected outcome of the project was the development of a statewide youth leadership program which was the first school project to receive the endorsement of the American Revolution Bicentennial Commission in Texas. SPOT also cosponsored a nationally endorsed Bicentennial Project in youth leadership in May 1974, drawing 50 students from six states. Ray Howard, Project Director, Rockwall Public Schools, Rockwall, Texas 75087 (214) 722-5921. No. 26

School-Community Cooperative Guidance Program

Is a guidance and counseling program feasible for an elementary school? If so, what difference will it make? As shown by a Title III project, the answers to both questions are overwhelmingly positive. The project started with the assumption that the problems of elementary school children usually have more to do with life adjustment and school adjustment than with psychic mystique. The counselor's role included three basic functions. (1) *counseling* children in the skills of social interaction; (2) *consulting*—both getting information from and giving information to important people in the child's life, namely, parents, teachers, school staff; and (3) *coordinating* the activities of volunteers, students, teachers, community agents and school administration. The improvement in school-home rapport led the project to conclude that "the extent and variety of school tasks (performed by parent volunteers) seem an overwhelming endorsement of our parent involvement thesis." Overall, the project concluded that "improved educational experiences for elementary school children can accrue from guidance services which facilitate a cooperative working partnership of the school and community." Jeannette A. Brown, Project Director Augusta County School Board, P.O. Box 1268, Staunton, Virginia 24401 (703) 886-2151. No. 27

DRIVE (Directed Resources in Vocational and Educational Guidance)

Guidance services delivered via two traveling vans have come to seven rural schools, widely separated in terms of miles but united in the quest for an answer to a common need. None of the schools provided guidance services to elementary school students prior to the inception of the Title III project. Two elementary guidance teachers, who also serve as drivers of the vans, visit one school per day. They provide students with vocational, personal, social and educational materials and conduct individual or small group counseling sessions. Services provided to teachers include inservice workshops, classroom materials, case conferences, testing, referral and consulting. All sixth graders participate in away-from-school awareness camp, which depends on the mutual support and assistance of business groups, parents, college students, 4-H and county extension agents, local teachers and the school nurse. Eighth graders are bused to the local high school for on-the-spot orientation. Individual and state testing are administered to students in the mobile unit by the counselor or aide, with interpretation of the results also provided by the counselor. Lonnie W. Canterbury, Jr., Project Director, Roane County Board of Education, Box 180, Spencer, West Virginia 25276 (304) 927-2400. No. 28

READING, MATH AND ACADEMICS

Reading, math and academic subjects constitute the basics for living as well as for learning. Their influence is felt by students from preschool on, and they pervade almost all Title III projects, under whatever category. Yet much is still being learned about the best way to teach them. Successful projects in the academics seem to exhibit some common elements: each student is considered an individual—the first requisite for individualized instruction; students usually are diagnosed and then placed in accordance with their needs; the teacher, as the main influence in whether or not the child learns basic skills, requires preservice, inservice and follow-up if she is to succeed; helpers from many levels, including peers, paraprofessionals, parents, classroom teachers, specialists and administrators, have a part to play in successful programs; students learn best from materials that interest and motivate them. Some of the Title III projects build on programs that are already in place and commonly accepted, such as Right to Read; others set up new or remodeled laboratories and centers that employ a variety of techniques and approaches in an attempt to individualize instruction.

The Four R's: A Strategy for Self Directed Learning

"Striking educational change can be effected by a comparatively small district with a relatively small Title III grant," concluded the validation team after an on-site examination of the Four R's Project. The 2,800—student district built on its earlier experiences as a pilot school of the Southeastern Education Laboratory in implementing individualized mathematics and reading programs. All 500 students in grades 1-5 of West Elementary School are involved in the project which adapted the Wisconsin Design for Reading Skill Development to local needs and developed its own individualized mathematics program, portions of which have been written in ITA (Initial Teaching Alphabet) to complement the ITA-based reading approach. The staff has been reorganized into an upper elementary and a lower elementary division consisting of four teams each. Four team teachers, including one team leader, one aide and approximately 120 students make up each team. New methods of evaluating and reporting pupil progress have been introduced to the district. Skill grouping is flexible, with regrouping every three weeks. For the 1971-72 school year, pre and post test scores revealed that 69 of 110 students (63%) who were one or more years behind their grade level in the areas of mathematics increased their scores by at least one year, while 77% (63 of 82 students) increased their scores in reading by at least one year. Frank Heatherly, Project Director, Cullman City Schools, 222 Second Ave., S.E., P.O. Drawer 887, Cullman, Alabama 35055 (205) 734-2233. No. 29

Reducing Pupil Learning Reading Deficits

In operation at the Robert P. Ulrich School, California City, California, is a plan for using oral language to pace reading growth through five years of skills during three years of instruction, thereby increasing the probability that all children can be taught to read near their reading potential by the end of third grade. The plan developed from the proposition that all teachers should do what successful teachers do and can do to replicate successful outcomes. Beyond fundamental and important considerations, there are many arrangements of learning activities which will lead to success if the teacher continues to grow as a decision maker. Project teachers used a memonically organized management system, on-the-job demonstration techniques for inservice growth and basic and teacher-made reading materials to produce outcomes in standardized 15-minute units. Early-late overlap scheduling, moderate shortening of the school day and reassigning teachers from campus duties to instruction made possible three- to-four-times greater reading supervision during a single daily reading hour. Children with learning or reading function deficits received rapid remedial attention in a reading lab from reading teachers who also had a daily role in the classroom. The project staff maintains that passing children from single teacher to single-teacher classrooms diffuses rather than focuses the responsibility for pupil growth. A four-member team working together with each class a part of the day (and remaining with children through the three-year primary experience) is a reasonable alternative. Norman A. Pear, Project Director, Mojave Unified School District, 3500 Douglas Ave., Mojave, California 93501 (805) 824-2853. No. 30

PARADE (Projects Advancing Reading Achievement and Developing Ego-Strength)

Transient students face many difficulties on being uprooted and transferred to a new school and a new environment. Similarly, schools that receive transients often experience "coping" problems. Such has been

the experience of the Air Force Academy School District, with more than 60% of its student body coming from military families and with the length of a student's stay averaging three to four years. PARADE's purpose is to identify, diagnose and correct reading and social adjustment problems of new students in grades 3-12, so that 75% of the students who needed special help can remain all day in the regular program within one year. An initial assessment of each student's reading ability and self-concept is made at the time of school registration by means of parent and student interviews, standardized reading tests and learner self-concept inventories. If needed, the student is assigned to an educationally handicapped resource room, reading laboratory, or small group. Reading or educational specialists conduct the special classes in each of the eight district schools. Students receive individual or small group instruction, and their progress is followed closely by project staff during their first months in their new schools. Joan Stokes, Project Director, Air Academy High School, U.S. Air Force Academy, Colorado 80840 (303) 472-0378. No. 31

Students and Teachers Develop English Curriculum

Tenth to twelfth grade students in the 98% black Washington, D.C., public schools, as well as their teachers, get firsthand experience in reforming their "typical English class" by joining together in setting goals and objectives for what will be taught and what will be learned. Next, they follow through by developing curriculum packages on such skills as descriptive writing, discussion skills and speaking skills. Students base their input on their interests and experiences as they read and write stories, poems, plays and essays. Teachers learn to share responsibility and direction for learning with the class. All share in and learn from the frequent evaluations of the ongoing activities of the students and teachers. After field testing, curriculum packages are distributed to other teachers in the city schools. Students and teachers say the cooperative method of curriculum development gives both parties a higher stake in the teaching/learning process and "therefore assures better results." Verna J. Dozier, Project Director, Rm. 30, Lenox School, 5th and G Streets, S.E., Washington, D.C. 20003 (202) 546-0920. No. 32

Junior High School Laboratory

For students in grades 7, 8 and 9 at Urbana Junior High, the Reading Laboratory can make a difference between success and failure in the balance of their school careers. Students spend an hour each day in the

well equipped lab, working to meet the conditions of a monthly "contract," which prescribes the materials to be used by the student and indicates the amount of progress expected. The student's goal is to get 50% closer to his reading potential within one semester. Each student takes responsibility for another condition of his contract: he agrees to increase the number of pages read independently by at least 10% weekly. By doing so, he receives "credits" which can be used to "buy" paperbacks. During one semester, lab students earned an average of two books each. The teacher's role is one of diagnosing, prescribing and following through with each student. Teacher and student meet weekly to review how much progress has been made toward the monthly goal. The results: students who were two years below grade level increased their reading level by 1.1 years. Normally, the project director reports, "such students could be expected to continue to fall behind." Tommie W. Calhoun, Project Director, Urbana Junior High School-Fisher, 1201 S. Vine, Urbana, Illinois 61801, (217) 384-3568. No. 33

Comprehensive Client-Centered Basic Skills and Staff Development Center

The Cedar Rapids Community Schools project demonstrates methods of improving reading skills of students in grades 1-4 through two strategies: inservice teacher training and recruitment of community volunteers. Teachers are trained in: criterion-referenced diagnostic testing for word attack skills, *ad hoc* grouping techniques, recruitment and training of volunteer reading tutors, positive reenforcement techniques, construction of "skills stations," and independent small-group learning alternatives. The project worked closely with district administrators and teachers from start-up and through achievement of smooth operation, with the result that project-developed support has significantly upgraded the district's reading program. Results: students in grades 1-4 showed statistically significant differences in all of eight subtests in vocabulary and comprehension; more than 1,300 students in six demonstration centers made significant median gains in word attack skills; teachers have extended *ad hoc* grouping techniques to mathematics and other skills areas in grades 5 and 6, as well as in grades 1-4; 998 volunteers (up from 301 when the program started) donated 21,761 hours in three years; volunteer parent coordinators and a part-time paid assistant (funded by the local Junior League) maintain the volunteer program under the direction of the District Volunteer Coordinator; the inservice structure developed by the project serves as a prototype for

continuing inservice in grades 1 through 4. A. P. Diaz, Project Director, Cedar Rapids Community School District, 346 Second Ave., S.W., Cedar Rapids, Iowa 52404 (319) 398-2112. No. 34

Diagnostic and Educational Learning Center for Children with Learning Problems

The success of a pilot project for children with learning disabilities has led school officials to triple the number of professionals serving such children. Three hundred children previously unserved by the district will now receive in-depth treatment. The project provides a half-day in-depth intervention program in an away-from-school center for children with severe learning problems. Teachers work with five to eight children in each half-day session, and learning specialists serve as liaison between the center and regular classroom teachers. A variety of reading and mathematics programs, each using a different mode of learning, is used according to the child's particular needs and abilities. The project provides consultant help to the teachers of children with moderate learning disabilities. A learning specialist supplies resource materials to teachers and, during inservice training programs, teachers observe through one-way mirrors the techniques used by the learning specialist in working with children in the classroom setting. All teachers in grades K-3 receive inservice training because all learning disabled children spend at least half of each day in the classroom. All schools in the city, whether participating in the program or not, are offered inservice and consultant help by the project. Tom Jeschke, Project Director, Des Moines Public Schools, 2720 State Ave., Des Moines, Iowa 50317 (515) 265-2180. No. 35

PRIDE (Providing Reading Impetus through Developmental Experiences)

Teachers can be trained to diagnose skill deficiencies which affect a child's future reading potential, according to Project PRIDE. Based on this diagnosis, teachers can then prescribe appropriate learning experiences for the individual child. Working with preschool, kindergarten and first-grade teachers in inservice workshops, PRIDE focuses on the following areas: auditory discrimination and memory, classifying, expressive language, kinesthetic and tactile, fine and gross motor, spatial relations, and visual discrimination and memory. These areas of skill development in the early grades are those "which are most significantly correlated with subsequent reading failure or success," according to Project personnel. PRIDE-trained teachers have diagnosed skill deficiencies with 90% accuracy

and have derived prescriptions with 100% accuracy. To do so, however, the project recommends that inservice training be made available to teachers and paraprofessionals to assure that the PRIDE pre-reading materials and diagnostic and prescriptive techniques will be adequately understood. The inservice experience also supports the premise that effective change is dependent upon individual involvement. Walter J. Schumacher, Project Director, Wayne County Intermediate School District, 33030 Van Born Rd., Wayne, Michigan 48184 (313) 729-7740. No. 36

Individualizing Instruction in an Elementary School – Project PLAN

Winona became one of the first districts to establish a computer-based individualized program in the State of Minnesota. Concurrently, it absorbed by consolidation the small district of Goodview. The new open space building at Goodview for grades 1-6 offered a chance to design and equip the building totally within the concept of individualized instruction. A commercially produced system, PLAN (Program for Learning in Accordance with Needs), was chosen by the district as the means of individualizing mathematics, science, language arts and social studies. PLAN has led to major changes in the school program, according to project personnel: an abundance of materials provides many means of individualizing; different staffing patterns such as the use of aides and the team teaching approach have been developed; teachers find their role more demanding but "they all agree that they have found their work to be more enjoyable and satisfying" and that they can individualize instruction with more students than normally, aided by the computer services and the educational aides; implementation of PLAN at Goodview has led to the adoption of the program by two other elementary schools in the district. Validators concluded that "the variations worked off the commercial product (PLAN) and the coupling of this program with an open space school is certainly a unique effort. . . ." They also noted some special ingredients that may have contributed to the program's success, including "a teaching staff which was dedicated to this style of education and which was handpicked for the program," plus the district's successful efforts in providing information to the community. Richard A. Adank, Project Director, Winona Public Schools, 166 W. Broadway, Winona, Minnesota 55987 (507) 454-3366. No. 37

Jennings, Missouri Learning Laboratory

The Jennings Learning Lab offered learning disabled students a chance to upgrade reading and language

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skills and to receive guidance and counseling. The 130 students served by the project were initially identified by classroom teachers. After diagnosis, they were selected for participation on the basis of below-grade-level performance in reading and emotional or adjustment problems. Each had a "normal" IQ score. Individualized instruction was provided each student for an hour daily by a diagnostic teacher, who was based in the school building and assisted by an aide. Various approaches were used, and materials were purchased from commercial companies or prepared locally. The evaluation team noted that the objectives for reading were surpassed at all levels. The team recommended that any project such as the Lab, which adds educational specialists as a supplement to the regular school staff, requires the full knowledge of, support from and a working relationship with classroom teachers, administration and board, if it is to achieve maximum effectiveness. Ralph A. Huesing, Project Director, 2300 Shannon Ave., Jennings, Missouri 63136 (314) 867-3494. No. 38

Right To Read

A child increases his rate of reading growth if he is placed on his appropriate reading instructional level and if specific activities are prescribed for him at that level. This is the basis for the individualized diagnostic-prescriptive reading program recommended by the national Right To Read program and implemented by the Glassboro Public Schools as it developed a reading program Pre-School–3. The program capitalizes on each child's specific strengths. A variety of teacher-prepared materials are used. The program stresses the gains to be made when reading is viewed as recreation. A needs assessment was used to evaluate student performance, staff development, and parent and community involvement. Staff members are involved in an on-going program of staff development under the direction of the reading coordinator. Each child received instruction, after diagnosis, with a variety of reading materials and techniques chosen by the school. Over the three year period that the project was funded by Right To Read, the children who participated increased their reading instructional level on the average of 1.5 years in an eight-month instructional period. Nicholas Mitcho, Director of Adult and Continuing Education, Glassboro Public Schools, N. Delsea Dr., Glassboro, New Jersey 08028 (609) 881-2290. No. 39

Academic Advancement Program

The merger of two New Jersey school districts for the purpose of racial integration caused the systems to

come up with an alternative to the traditional ways of teaching mathematics and grouping by ability. Under AAP, approximately 370 junior and senior high school students in the merged districts now follow an individualized, performance-based instructional program. Diversity and flexibility are key words in the approach. The program for senior high students is remedial while the junior high program serves students of all ability levels. Under AAP's "mastery learning" policy, students are given a clear definition of what they are expected to learn and at what level of competence. They use commercial textbooks and a wide variety of "consumables," which are reassembled into a skills sequence. Students may take varying amounts of time to complete assignments, allowing for horizontal as well as vertical movement. The project offers teachers a "very precise management system" to keep track of students' progress and an innovative student report system for parents. The project's aim was for 60% of the participants to increase their average learning rate in mathematics by at least 25%. Sixty-seven percent of the students actually did so. Joseph H. Dempsey, Project Director, Morris School District, 40 Mills St., Morristown, New Jersey 07960 (201) 539-8400. No. 40

Espanola Reading Centers

The Espanola Reading Centers present an exceptional departure from "the typical reading project" in a "typical community." The students identified for remedial reading at the two centers, located at Espanola and Sombrillo Elementary Schools, are "underachievers." They fall below individual anticipated reading levels, although not necessarily below age and grade standards. The community is tri-cultural (82% Spanish surnamed, 12% Anglo, 6% American Indian) and located in a poverty stricken area. The class size at each center is limited to 30 students, with each student participating in the diverse and individualized activities for an hour daily, four days a week, for a full year. Students are scheduled in small groups of two to seven, with frequent opportunity for personal tutoring. One teacher and one aide are responsible for all activities, as well as liaison with classroom teachers and parents. One of the project's innovations is the use of Eldon Ekwall's learning ratio formula for evaluation purposes. The project shows positive gains in reading achievement (average gain: 1.43 years) and in student attitude toward learning (rated "significant" by evaluators). Much of the success is attributed to the highly personalized student/teacher relationships maintained by the teachers in the project. Robert Vigil, Project Director, Espanola Municipal Schools,

P.O. Box 249, Espanola, New Mexico 87532, (505) 753-2253. No. 41

Individualizing Instruction: Placing Learning Ahead of Teaching

When administrators of the Florence Public Schools found limitations to newly adopted multilevel elementary programs and a multiphase secondary program, they pinpointed individualization as the way the district could achieve more success with more students. Major weaknesses cited in the district's program included the use of the same instructional material and methods for all children in the same level and the limited opportunities for students to make responsible decisions toward becoming self-directed learners. Under a Title III grant, the district established learning centers and stations where students could work toward precisely stated goals. Students make out their own weekly plan sheets, select activities and do a self-evaluation of their progress. Staff training includes summer workshops, monthly inservice training and visitations to exemplary school programs. In each of the three centers, two at the elementary level and one junior high, a team of two teachers and an aide share responsibility for directing instruction and management. All centers contain a variety of instructional materials, including many that are made by staff members. The validation team notes that although statistical findings are limited, they do suggest "a positive effect, particularly in language arts." Louise T. Scott, Project Director, Florence Public Schools, 109 W. Pine St., Florence, South Carolina 29501 (803) 669-4141. No. 42

Project Success

This project concentrates on providing successful experiences to educationally handicapped children in the elementary grades – those who are far below their expected learning level in the basic skills. Students are identified for inclusion in the program with project developed materials, followed by a weekly classroom assessment to guarantee continuing success. Those who fall below the "success" level are reinstated in assistance programs. The assistance comes from all levels – teachers, high school tutors, peer tutors, aides and parents – through the use of specially developed and packaged instructional and motivational programs. Based on the nature and severity of the student's deficit learning, tutoring and motivational activities range from 10 minutes to three hours per day and from two weeks to the entire year. The project reports that up to 100 students receive one-to-one tutoring each day, and "for most of the students, the tutoring session is the best part of the day." Doug Strayer, Project Director, North Kitsap School District, Route 4, Box 846, Poulsbo, Washington 98370 (206) 779-5405. No. 43

Hosts

HOSTS (Help One Student to Succeed) is a K-12 and adult reading project based on the strategy used in the national Right to Read program. Each student is given an individual diagnosis and prescription on entering the program, which aims at improving reading ability in the areas of vocabulary, comprehension and reading rate. Over 200 community volunteers and supportive agencies – the "heart" of the program – help reading specialists and teachers fulfill the prescriptions by assisting with daily instruction, often by providing one-to-one tutoring. Under the HOSTS technique, the reading specialist becomes a "building consultant" responsible for conducting workshops on individualized reading techniques. Reading resource centers offer a wide variety of A-V equipment and print materials, many of them chosen by students, reading teachers, other staff and parents. At least one of the centers is open two nights a week, year-round to accommodate adults and students. Criterion-referenced tests are an integral part of the project. Bill Gibbons, Project Director, Vancouver School District, 5802 MacArthur Blvd., Vancouver, Washington 98661 (206) 694-1705. No. 44

EARLY CHILDHOOD EDUCATION

Some critics of early childhood education comment that the programs serve but one purpose: they get the child out of the home and away from mother for a few hours a day. Most validated Title III projects in early childhood education, however, tend to draw the mothers and sometimes the fathers into an active role in their child's education. By asking or requiring parents to contribute their time as aides, material-makers, advisors and tutors, many projects have been able to make parents more aware of how they can help in their child's early development. Parent participation is also an effective means of lowering the adult/student ratio in the classroom, thus freeing the teacher to give individual attention where it is needed. Many projects prepare special materials and learning kits for use of the parents at home in reinforcing concepts and in making maximum use of everyday activities and materials as learning tools. In one project, the parent is the official teacher and the home is the official classroom.

Community Child Development Program

A typical Eskimo village of 400 persons—Akiachak—is the setting of a Title III project designed to teach mothers how to provide their children with learning experiences at home. The project works cooperatively with the University of Alaska and the Public Health Service as well as parents and other community members. Each participating mother and her child meet at the child demonstration center with project staff three times a week. The mother learns how to perform a learning task while her two, three or four year old attends backup activities with associate teachers. Following instruction, the mother practices the task with the child at home. Once a week the mother and children attend a group session where they are shown motor development tasks. Mothers have shown a new, more concerned attitude about their children's education due to their participation. They also have learned how to make many of the instructional materials from articles commonly found in the home. "Community participation is superior," says the project report, noting that the village council donated the community building for the center and that it financially supports a program for four year olds modeled after this project. S. William Benton, Project Director, P.O. Box 347, Bethel, Alaska 99559 (907) 543-2745. No. 45

Multiage Grouping in Early Childhood Education

Is it feasible to include four year olds in a regular school program? That is what 27 classes in the San Diego City Schools are trying to find out under a Title III project that started at Belle Benchley School. More than 800 four year olds across the city participate in classes that also include kindergartners and first graders. The program's specific objectives are better achievement in reading and math for children, higher scores in their social growth and attitudes and significantly higher scores in individualization of instruction by project teachers. The teaching strategy of providing individualized instruction within a friendly, non-threatening environment receives impetus and encouragement from the project's practice of involving in the classroom many parents, student tutors from within the same class and older students ranging from fourth grade through college, aides and other adult volunteers. The teacher maintains responsibility for instruction, which takes place individually and in small groups. The class moves to the floor or outdoors or into the community for many learning activities, which encourages freedom of movement and communications, self-direction for the children and a flexible schedule. Each teacher chooses the materials she needs to meet the needs of her particular class, within budget restrictions. Each child receives an individual diagnosis of need through private conferences with the teacher and by criterion-referenced testing. Teachers arrange learning experiences according to the child's strengths and interests, and some teachers enter into learning contracts with individual students. Kenneth Hensell, Project Director, Belle Benchley Elementary School, 7202 Princess View Dr., San Diego, California 92120, (714) 287-1421. No. 46

Added Dimensions to Parent and Preschool Education

This suburban Denver project builds on the belief that children need a prekindergarten experience—one that involves their parents. It encourages parents to work in the centers and to serve on advisory councils to the 24 centers, which serve more than 2,700 children aged three and four. In addition, teacher aides pay home visits, where the Denver Developmental Screening test (DDST) is administered to the child during the first visit. If testing indicates the child is lagging behind in personal, social, language, gross or fine motor development, an individualized program is set up. The child's hearing and vision are tested with another part of DDST later in the school year. Two special learning classes accommodate children who can function only in a structured group situation. The project put to-

gether a Plays Materials Lending Library that enables parents to borrow and use educational materials in their homes. Senior citizens and high school students are encouraged to participate, along with the children's parents, in providing the best, all-round beginning to the prekindergartners' educational experience. Betty Benjamin, Project Director, Jefferson County Public Schools, 809 Quail St., Lakewood, Colorado 80215 (303) 237-6971. No. 47

A Model Early Childhood Education Program

A Title III project in Mississippi, a State with no provision for public kindergarten, has made some inroads in gaining statewide support for the concept of early childhood education. Four and five year olds enrolled in the New Albany project attend a formal program in the morning and supervised activities in the afternoon. A spacious, open-space center was inherited by the project when it was abandoned in the wake of desegregation. The project provides an 8-1 student-adult ratio due to the heavy use of paraprofessionals, who join the teachers as peers during inservice training. The paraprofessionals free the teachers to work with small groups, and they also administer a number of tests to the children, under the supervision of the school psychologist. The curricular approach used in the project moves away from rote learning. Instead, as reported by the validation team, it encourages a high degree of physical and perceptual freedom for the students, allowance for individual differences, varying degrees of structure in the activities and responsibility by the children for their actions. The project deemphasizes absolute standards of achievement. The validation team was impressed by the amount and quality of preservice and inservice training, which has resulted in "strong theoretical understanding" on the part of teachers, interns and aides. The University of Mississippi has given immeasurable help in the way of technical assistance and training resources, the validation team said. Pam Whittington, Project Director, New Albany City Schools, 420 Apple St., New Albany, Mississippi 38652 (601) 534-7614. No. 48.

Parent-Child Early Education Program

Ferguson-Florissant School District believes that home and school must work together to provide for the intellectual stimulation of children as young as age four. As a primary part of its Title III program, the district also stresses the early identification and treatment of educationally disadvantaged children, including the handicapped. Over 730 children—approximately 80% of the four year olds in the district—were

enrolled by the third year of the project. Children attend school on Saturday for three hours in five elementary schools. During the week, teachers visit the child in his home and the parent is provided home activity guides for subsequent follow-up teaching. Parents also assist with small group instruction in the Saturday sessions. Consultants are available for special assistance to handicapped children and their parents, both at home and at the school. Specialists provide home teaching for children with varying handicapping conditions. Staff members receive intensive preservice and weekly inservice training in child development, diagnostic, task analysis prescriptive teaching, learning to work with parents and techniques for modifying behavior. The preschool program has caused major changes in the district's kindergarten program, where the preschool components are continued. Results: more than 85% of the students gained eight or more months in mental age during a seven-month period; more than 75% gained eight or more months in language age; and 70% attained eight months or more in perceptual age. Children with the lowest entering scores made the greatest gain and maintained these gains in achievement tests given in kindergarten and first grade. Marion M. Wilson, Project Director, Ferguson-Florissant School District, 655 January Ave., Ferguson, Missouri 63135 (314) 521-2000, Ext. 462. No. 49.

Maplewood-Richmond Heights Title III Pre-School

With four of every ten children in its grades 1-5 functioning below national norms, Maplewood-Richmond Heights School District saw a need to focus attention on education for youngsters of pre-kindergarten age. The preschool program calls for children and their parents to work together in preparing for entrance into kindergarten. Following preservice instruction, each parent is asked to work in the center for a total of two days during one month of the school year. The additional help enables the center to provide more individual attention to each of the 150 four year olds enrolled in the six hours per week program. Working in the preschool gives parents a better understanding of the thrust and purpose of the program, plus it provides them with a greater feeling of adequacy in carrying out learning activities with their own children at home. Parents also get involved by attending afternoon and evening forums and, in some cases, by constructing preschool materials. Children move through five learning centers during the two sessions per week, with the time devoted to each varying according to the needs and interests of each child. New concepts are introduced to groups of five or six,

and those needing additional instruction are re-introduced to the concept with different media and a less complex method, either individually or with one or two other students. Mrs. Marie Downey, Project Director, Maplewood-Richmond Heights School District, 7539 Manchester, Maplewood, Missouri 63143 (314) 644-4400, Ext. 45. No. 50

St. Edward Preschool

The kindergarten teacher in small, rural St. Edward, Nebraska, noticed a "definite difference" in the students entering her class in the fall. The reason? At the age of four, the children had been enrolled in the Title III preschool project. As kindergartners, the children tended to be more mature, more adjusted to a formal school situation, more ready to perform tasks. Teachers also noticed that parents became more involved in school activities, not only those of their preschoolers but of their older children, too. Each four year old receives health examinations as well as pretests to determine school readiness. Teachers and volunteers make many of the preschool materials; the adult-student ratio is low (2 to 8) and parents and high schoolers assist in the classroom and on field trips. Curriculum guides are being written by teachers in grades 1-6 for the first time, due to the presence and effectiveness of preschool and kindergarten guides. Erma J. Umbarger, Project Director, St. Edward Public School, St. Edward, Nebraska 68600 (402) 678-2282. No. 51.

Success Through Identification and Curriculum Change

The Sapulpa, Oklahoma, community has been drawn into a highly structured early childhood education program initiated because of the larger than usual number of educationally disadvantaged children in the district (up to 33%). The project counts heavily on the support of community agencies, volunteers and aides and a community steering committee. Major emphasis is given to the identification of each child's strengths and weaknesses prior to entry into kindergarten, and subsequent development of individualized programs. Curriculum change, teacher retraining and paraprofessional training have all been part of the project's strategy. Eight Home Learning Kits, developed by the project, contain manipulative devices and other materials to develop gross and fine motor skills, to lengthen the child's attention span, to teach him to follow directions and to give him practice in problem solving. Children work with parents in mastering exercises, exchanging the kit for another in a few weeks. Early childhood education specialists have conducted training for all K-2 teachers and their aides. On the Metropolitan Readiness Test, 89% of all kindergarten pupils achieved a total score of 45 or more by the end of the year, and 95% of the students raised their scores on the Purdue Perceptual Motor Survey by at least 50%, thus exceeding two key objectives of the project. Sue Haile, Project Director, Sapulpa City Schools, 1 S. Mission, Sapulpa, Oklahoma 74066 (918) 224-3400. No. 52.

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TEACHER/STAFF DEVELOPMENT

Validated projects in teacher/staff development tend to deal with previously untaught techniques that hold promise of increasing student achievement. Two such techniques are behavior modification and classroom management. Some validated projects deal with a specific need, newly recognized as falling within the realm of the classroom teacher. To illustrate: a New Jersey project teaches classroom teachers how to provide physical education to handicapped children. In other projects, teachers learn how to diagnose and prescribe for mainstreamed special education students. The projects generally avoid the one-shot approach. Instead, many monitor the teacher's performance in the classroom and provide consultant help until skills are mastered. Enabling teachers to see themselves in a classroom setting, via videotape, sometimes holds the key to increased teacher competency. Other projects require the teacher to demonstrate competency in a particular learning situation, under the watchful and helpful guidance of a trained instructor or peer. In one well received effort, a new competency based teacher education program was tested in an inner-city school by teacher candidates and their professors. An additional benefit accrued when a new reading and math continuum was developed by the project.

Equal Opportunity in the Classroom

How much a child learns is directly related to how much the teacher thinks the child is capable of learning. This theory is the basis for a teacher inservice training model for Los Angeles County teachers of all grade levels. Teachers participate in five three-hour workshops, which can be conducted with or without audio-visual materials. They learn how a child's rate of learning differs, depending on the amount of attention, feedback and interaction occurring between teacher and student. Following the workshops, the teacher tries out the prescribed interactions in the classroom, under the observation of a trained peer. Over a total of 15 hours, the observer notes how the teacher interacts with specific students: those he regards as high achievers as opposed to low achievers. The observations are recorded on the spot and later computerized. The project reports positive results: after training, teachers directed as much attention to those perceived as low achievers as to high achievers; children in experimental classes made "significantly greater gains" in reading than those in comparison classes; and "both high and low expectancy children appeared to benefit from the project." Sam Kerman, Project Director, Los Angeles County Education Center, 9300 E. Imperial Hwy., Downey, California 90242 (213) 922-6168. No. 53

IMPACT: Instructional Model Program for All Children and Teachers

Classroom teachers can be trained to use certain special education techniques in dealing with the child with learning or behavior problems. These diagnostic/prescriptive procedures allow them to particularly meet the needs of three types of students: the child who for some reason does not progress scholastically in school, the child with limited intellectual development and the child with behavior adjustment problems which prevent him from functioning effectively. The rationale is that there are many special children who could profit more from the general education classroom atmosphere of normality. Also, there are many children in the general purpose classroom who do not have learning or adjustment problems severe enough to warrant placement in a special education program but who do require special accommodations in order for their needs to be met. The teachers are trained in the use of this comprehensive system through attendance at a five day workshop series, viewing of demonstration classrooms and receipt of the IMPACT Box, the project's principal resource tool. Teachers make assessments, write programs and organize their classrooms with the guidance of an experienced consultant. Eight demonstration centers exemplifying the IMPACT model are set up in diverse cultural and economic areas of Berrien County. Evaluations indicate that the IMPACT model, when presented to teachers in a well-organized workshop system, combined with regular follow-ups, can result in significant changes in teacher classroom behavior and in the improvement of behavioral and academic problems on the part of the students. Elaine Weckler, Project Director, Berrien County Intermediate School District, 711 St. Joseph Ave., Berrien Springs, Michigan 49103 (616) 471-7715. No. 54.

Project APT (Application of Psychological Theory in the Classroom)

In contrast to the national picture of shrinking enrollments, rural Merrimack School District experienced a four-fold increase in student population in ten years. During the same time span, the ranks of experienced

teachers in the system decreased, leaving many new teachers who expressed two key concerns: behavioral problems and student motivation. In an effort to help the teachers, APT developed inservice training in behavioral management, with emphasis on the affective domain. In a ten-week course, teachers concentrate on principles of reinforcement, classroom management, writing objectives and task analysis. Teachers are videotaped in their classrooms as they apply the new techniques and they view the tape in an individual conference with the course instructor. Together, the teacher and the instructor determine what changes the teacher should make in managing the class. As teachers are trained, they become resource teachers who help with the next inservice training. Students in the class are involved in planning rules, choosing reward alternatives and selecting their own goals. Parents also have been successful in applying the principles of positive reinforcement to children at home. All but 3 of 70 participants have been able to successfully program at least two of their students, and many teachers were programing entire classes by the end of a course. Preliminary findings regarding the change in student attitude toward school, as a result of APT's approach, are highly positive, say project staff. Helen F. Evens, Project Director, Merrimack School District, McElwain St., Merrimack, New Hampshire 03054 (603) 424-3121. No. 55.

Project ACTIVE (All Children Totally Involved Exercising)

The State of New Jersey is preparing to offer a well rounded education—including physical education—to handicapped children in a regular school setting. Project ACTIVE is facilitating the effort by offering preservice and inservice training programs for physical education, special education and recreation teachers and by providing individualized physical education programs for children with developmental or medically oriented problems. More than 170 participants from 28 school districts were certified in implementing programs for the handicapped in two school years. Each teacher learned how to prescribe tasks for children with any of the following handicaps: physical fitness or motor problems, mental retardation, learning disabilities, postural abnormalities, nutritional deficiencies, communications disorders or motor disabilities. The teacher training program is competency based, allowing the instructor to teach the teachers/enrollees in a practical setting where gaining experience is part of the learning process. The project has also developed a "Teaching Model Kit" which shows the teacher how

to involve the handicapped child in the physical education program, and the particular procedures to be followed in individualizing instruction to meet the handicapped child's disability. Thomas M. Vodola, Project Director, Township of Ocean School District, Dow Ave., Oakhurst, New Jersey 07755 (201) 229-4100. No. 56.

Project Turn-About

Professors and students at Western Washington State College joined "the real world" of 525 inner city elementary students at Garfield Elementary School—where all tested a newly developed competency-based teacher education program. A diagnostic prescriptive approach was employed by the clinical professors and certified staff in a team setting to improve pupil learning in the basic subjects, specifically in reading and math, and in attitudes towards school. Each team includes one professor (from the college or from the Everett School District), a graduate student, elementary teachers, interns, and laboratory students, providing a ratio of about one adult to eight children. The clinical professors and certified staff became diagnosticians; the other members of the clinical team helped carry out the teaching prescriptions. During the first three years of the project, the clinical professors taught elementary students as well as college students and were accountable for actual pupil learning on a day-to-day basis. Accountability extends to the college students as well. Candidates for graduation must demonstrate high level competencies in diagnosis-prescription-evaluation and in supervision and leadership, in addition to regular requirements. An individualized reading continuum and a math continuum have been tested, redesigned and installed in grades 1-5. Additionally, a personalized open space curriculum has been provided to kindergarten age pupils in which diagnosis is coupled with prescriptive teaching using parent help in individualized teaching situations. Evaluations show that pupils made gains particularly in reading and math, and all graduate students completed the master's program. Individualized (personalized) learning experiences were provided to pupils and to college students. The major conclusion is that "college and district personnel working together, can effect significant changes in the curriculum and organization of a school." Arthur L. Hoisington, Project Director, Garfield Elementary School, 23rd and Pine, Everett, Washington 98201 (206) 342-7431. No. 57

Intermediate School District Cooperative for Handicapped Students

The Cooperative for Handicapped Students represents the first attempt within the State of Washington to deal with the needs of "educationally handicapped children" on a multidistrict level. Three strategies are used: each teacher identifies materials that are critical to successful teaching/learning in a particular subject; each teacher is taught how to determine a student's level of skill, so that instruction can be geared to individual need and competence; each teacher is provided instruction within her own classroom in remedial teaching strategies, classroom management systems, data analysis procedures and techniques for working successfully with paraprofessionals. A training team of Title III personnel also ensures on-the-spot consultation for teachers in the design and production of individualized sequences for children with learning deficiencies in reading, math and spelling. All teachers participate in the project on a voluntary basis, and all new teachers receive assistance as they learn to assess students' skills and behaviors. David E. Cupp, Project Director, Intermediate School District #114, Box 155, Federal Building, Port Townsend, Washington 98368 (206) 385-2055. No. 58.

COMPENSATORY EDUCATION

Compensatory education ventures, exemplified by validated Title III projects, deal with high risk students who require much attention over a long period of time. Some children are deemed behind almost from the moment of birth, which has critical implications for the child's later success and completion of formal education. The child's attitude, often failure-oriented, seems to affect those who come in contact with him, including his teachers. To combat such reactions, some projects concentrate on improving the teachers' attitude toward low achievers, in addition to training them in compensatory methods. One compensatory program, for children as young as three and one-half, follows through on a program in which the children were enrolled at age one; others coordinate their activities with Title I and Head Start. Although community and parent involvement are deemed necessary, individual and intensive attention to the child's multifarious needs deserves prime consideration.

Communication Skills – Primary Level

The startling fact that Louisiana "had a higher proportion of illiterate white population than any other state and a higher proportion of illiterate black population than any other state except one" prompted five parishes to join their efforts to combat illiteracy. Title I needs assessments in the five parishes had identified "the removal of language deficits" as the single most important educational priority. With the help of Title III funds, the parishes designed and tested the five separate components of the Communication Skills Program: individualized diagnostic and instructional procedures for students in grades 1-3; teacher training in the use of multimedia equipment; student-to-student tutoring; the employment of instructional aides to lower the adult/pupil ratio and parent training in language development at home. The main objectives of the program are to offer the child an individualized program and to support his efforts by involving peers and parents. Polley Renshaw, Project Director, St. Bernard Parish School Board, Chalmette, Louisiana 70043 (504) 271-2533. No. 59.

Program for Low Achievers in Mathematics (PLAM)

"An alarming number of students" (more than 3,000) at the junior high level in four Louisiana parishes could not meet minimum achievement standards in mathematics and were considered to be low achievers. PLAM tackled the problem by providing teachers with inservice training and by identifying and developing appropriate learning materials. The year-long inservice training concentrated on understanding and motivating the low achiever; identifying activities that would be compatible with the low achiever's experiences; and using appropriate methods and techniques. The materials used in the classes, many of them developed by the project staff, are multi-level and of high interest to students. They include games, puzzles, manipulative devices, tapes and filmstrips. A series of mathematics booklets emphasize the basic mathematics skills needed by students in their daily life. Students spend at least 45 minutes daily in mathematics instruction, either individually or in small or large groups. The evaluation team ascertained that student gains were significant during 1972-73, i.e., the experimental group's gain was 38% more than the control group's for the 75-84 IQ group and 70% more for the group with an IQ of 85 or above. The second aim of the project—to improve teacher attitude in working with low achievers—was also achieved. Dale Frederick, Project Director, Lafayette Parish School Board, P.O. Drawer 2158, Lafayette, Louisiana 70501, (318) 232-2620. No. 60

Robinson Environmental Centers

Many students in Robinson Elementary, one of the oldest and largest central city schools in Akron, Ohio, were "turned off" by the basically traditional teaching style being offered in the late 1960's. A locally-conducted needs assessment suggested that the unique needs of these youngsters could best be met with a revamped instructional program. A Title III project was used to help underwrite such a comprehensive revision. The project called for new approaches in the use of staff and school facilities, curriculum development, modification of pupil behavior and parent and community involvement. A major goal of the project was accomplished with completion of a curriculum that accents relevance, involvement and "action" in the areas of language arts (where the student spends 50% of his day), correlated math/science, fine arts, practical arts, home arts and movement education. The findings of the project indicate that "although the program did not overcome total class achievement lags (for the grade 2-4 students selected to participate in the project for three years), the reading and math scores of an important number of children improved." Attitudinal surveys of parents, pupils and teachers also support the intervention provided by the program. The validation team reported that the various elements, as combined and interrelated by the project, "do, in fact, result in increased performance on the part of the learner." Brian G. Williams, Project Director, Robinson School, 1156 Fourth Ave., Akron, Ohio 44306 (216) 253-9717. No. 61.

Pre-Kindergarten Prescriptive Teaching Program for Disadvantaged Children with Learning Disabilities

In the poorest area of Fargo, North Dakota, where the populace has the least education and the lowest income, a Title III project is attempting to reduce the deficiencies of the most needy four year olds. Ninety prekindergartners who were selected with screening instruments and techniques developed by the project, attend class for 2½ hours daily, four days a week. After an initial two-week adjustment period, children are pretested with project-developed criterion-referenced tests designed to measure specific skills. The test results and ongoing diagnostic testing determine the instructional program to be followed by the child and the learning disabilities to be overcome. Paraprofessionals maintain control of the classroom while teachers work in 10-15 minute sessions with individuals or small groups. Learning centers provide an outlet for the child to do some exploring on his own. A speech pathologist works in the classroom or in a separate room with individuals and small groups of children and also writes prescriptions for the teachers to follow. Parents participate in the program through a volunteer Community Advisory Council, parent night programs, individually scheduled parent-teacher conferences and twice-weekly parent seminars. According to the validation report, the project has been successful in "bringing the lowest achievers in the lowest achievement areas to a point that is comparable with the rest of the city of Fargo." In many instances, a cooperative decision is made with Headstart and the child's parents to place the child in a local program to continue his progress. Robert Hunton, Project Director, Fargo Public Schools, 1104 Second Ave. S., Fargo, North Dakota 58102 (701) 235-6461. No. 62.

The Cognitively Oriented Urban Prekindergarten

The Cognitively Oriented Urban Prekindergarten works with disadvantaged prekindergartners to build on one advantage experienced by the children—each

was enrolled in an infant development program (PRIDE Project) starting as young as 12 months of age. The prekindergarten's objective is to prevent educational regression and to follow through on what the child experienced and learned during two years in the initial project. The prekindergarten serves as a transitional program to provide the children, aged 42 to 51 months, with the additional cognitive growth and preacademic skills they will need to compete in the formal school system. The program is organized around two curricula with differing emphases. Activities in the academic curriculum include reading, mathematics, science, social studies and health and safety, while those in the general curriculum include art, music, small and large motor exercises, classroom operations, colors, shapes, left to right progression and time and space concepts. The children rotate among various continuously-operating individual and small group learning activity sessions. The project stresses that children learn best by doing. Children experienced a mean gain in mental age of about three months for every month in the program. Other gains in language and social development were also evidenced. The validation team concluded that the project could accomplish the same results with students who had not been exposed to an earlier enriched program. Russell A. Dusewicz, Project Director, West Chester Educational Development Center, 110 W. Rosedale Ave., West Chester, Pennsylvania 19380 (215) 436-2835. No. 63.

CAREER EDUCATION

Students who participate in validated Title III projects in the area of Career Education are learning what the world will require of them after they leave the classroom. Such projects are often triggered when school administrators look for ways to reduce dropout rates or discipline problems. In most cases, the projects try to supplement "awareness" activities with "hands-on" experience, starting as early as elementary grades. The approaches vary—from one elementary school where children were given the opportunity of viewing all aspects of work through minicourse offerings to a high school where students became highly responsive and involved in an industrial arts revival. One project, in preparing educationally handicapped children for the world outside of school, also provided training in citizenship and home responsibilities. The community takes on increased importance as exposure to and work with local businesses, industry and professions become key elements in career education programs.

Secondary Exploration of Technology SET Project

Industrial arts has undergone a revival in three Kansas school districts. With the help of Kansas State College of Pittsburg and Title III, the three districts: Burlington, Independence and Shawnee Mission, joined together to develop curricula which reflected modern industry and technology. During the project, the districts' industrial arts teachers received inservice training in modern technology. More than 750 students in grades 7-12, both boys and girls, participated in the curricula in daily lab sessions. Due to the project's impact, Burlington expanded its industrial education offerings from woodworking and drafting for 21% of the students to 30 courses enrolling 71% of the students. Independence offered industrial education courses for the first time to seventh and eighth graders. The greatest unanticipated outcome has been the project's impact on college and university training programs for industrial arts teachers in Kansas, notes the director. The project has also had a major impact on the curricula model developed by the State Vocational Education Division. Harvey Dean, Project Director, Kansas State College, Pittsburg, Kansas 66762 (316) 231-7000. No. 64.

Preparation and Counseling for the World of Work

Rather than considering elementary school as a place apart from the world of work, Fort Benton Elementary School now brings work into the classroom, enabling students to get firsthand experience in various career areas. Through the use of minicourses developed by the Title III project, a child not only becomes aware of what it takes to make it in the world of work, but he gets a chance to produce a tangible product. Each student participates in ten minicourses ranging from arts and crafts to culinary arts to outdoor living education and personal banking, which include about 110 activities. The student is assigned an activity such as the construction of a terrarium as part of horticulture. The activity usually requires from two hours to several days' work. Activities are taught by the minicourse instructor, homeroom teacher and junior-senior high school students. As activities are completed, the vocational counselor relates them to careers by using coordinated activities and he also conducts regular, scheduled group counseling and individual counseling sessions. Each classroom teacher follows up the minicourse experience by integrating career concepts into basic classroom curriculum, giving the entire school a career education orientation. As a result of the success of the minicourses in grades K-6, a series of 40 offerings were incorporated into the junior high curriculum. Another spin-off has been the increased use of guidance and counseling services by students and teachers, along with a sharp decrease in disciplinary cases. Ray Grande, Project Director, Fort Benton Schools, Fort Benton, Montana 59442 (406) 622-3213. No. 65.

Vocational Guidance and Counseling Program

A Title III project in Ashland, Nebraska, emphasizes the use of the community as a vocational resource for students who are preparing for work. The project serves students in grades 7-12 in a community where 60% of each graduating class does not go on to college. The program's approach is to develop career awareness and career preparation for students by encouraging classroom teachers to incorporate career education into the curriculum; to put together a Developmental Appraisal for each student; and to introduce students to community resources and citizens. A Developmental Appraisal is prepared for each tenth grader based on materials that will help understand him and his occupational tendencies, and includes suggestions for growth and development. Each student selects an Impact Group composed of a teacher and one or two persons from the community to help him explore career opportunities. In turn, the Impact Group works with the project in guiding the student to appropriate persons in local business and industry. The educational significance of the project, according to the validation team, is that "teachers have become more student-oriented and the students are aware of this." Larry C. Bartek, Project Director, Ashland-Greenwood Public Schools, 1842 Furnas St., Ashland, Nebraska 68003 (402) 944-3650. No. 66

Project WORC

Students who are deemed educationally handicapped, ranging in age from 12 to 20, are receiving help in making a transition from school to work under the four-phase approach used in Project WORC. The students, with IQ scores ranging from 60 to 89, are referred to the project when they cannot profit from a strictly academic curriculum. Based on an individual diagnosis, students receive an individual prevocational or vocational plan. They begin at one of four levels: *prevocational*, for grades 7-9, including an introduction to occupational education, citizenship responsibilities and home skills as they relate to vocational and everyday life situations; *exploring vocations*, for grades 7-9, which gives the student practice and experience in developing occupational and vocational proficiency; *on-the-job-training*, for grades 10-12, in a job training station on or off campus part-time or full day; and *employment*, for grades 10-12 and post-high school, when the student is ready to obtain and hold a job, while maintaining acceptable adult behavior patterns. Robert D. Engler, Project Director, Educational Service Unit No. 11, P.O. Box 485, Holdrege, Nebraska 68949 (308) 995-6291. No. 67

Occupational Education for Non-College Bound Students

Grade 7-12 students are obtaining saleable skills in an agricultural area of Oregon where 30% of the students formerly dropped out or ended their formal education upon graduation from high school. As a cooperative effort of the Malheur County Schools, Title III and the State Department's Career Education program, five high schools, two junior high schools and one community college joined in assessing their offerings, as compared to those requested by students. Facilities were adapted, instructors shared, offerings broadened and costs cut in initiating new course offerings. Ten new classes were offered, including three in mechanics, two clerical labs, two building trade courses and one each in electricity, marketing and

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welding, with some classes extending into the evening. Follow-up with high school graduates indicated that 50% of the respondents who had spent one year in the project were working, with 34% in jobs related to their high school program. Twenty-four percent had received advanced skill training in a vo-tech field and 15% were pursuing vo-tech programs related to their high school programs. Another evaluation study with 135 students indicated "positive improvement in grades and attendance" and a noticeable decrease in discipline problems. Sam Banner, Project Director, Malheur County Intermediate Education District, P.O. Box 156, Vale, Oregon 94918 (503) 473-3138. No. 68

ENVIRONMENTAL EDUCATION

Schools and communities develop friendlier, more cooperative relationships when they come together for a common cause—the improvement of the environment. In the validated projects on environmental education, the community usually became the main resource, offering sites, volunteer field trip leaders and other means of support. Some projects chose to look at the big environmental picture, and developed curriculum materials on topics such as increasing population, pollution or the balance of nature. Others were more concerned with what was happening in their own backyards, rivers, streams and marshes. One district set up an outdoor lab as a means of upgrading its science and social studies; other schools offered environmental studies and projects to specific grade levels.

Broad Spectrum Environmental Education Program

Environmental education is not a passing fad, but the development of a new and better way of life. That belief forms the basis for operation of the Center for Environmental Learning in Cocoa, Florida. The Center contracted with 30 classroom teachers, serving in "Environteams," to develop multi-disciplinary and interdisciplinary materials for use in elementary and secondary schools. The materials focus on the local area, which has experienced tremendous growth and an appreciable reduction in the "quality of land, air and water environment" due to the proximity of Cape Kennedy. All materials were pilot tested for six weeks under the supervision of teachers who received in-service training in their use. The primary packages consist of 60 student activity and teacher cards centering on an explanation of the environment for K-3 students while the 50 intermediate cards delve into the environment and environmental problems for students in grades 4-6. The units for secondary students deal with the ecosystem and its relationship to change; ecosystems investigated include the barrier beach, the freshwater marsh, the estuary and the city. "These instructional materials appear to be effective in resolving learner needs in the area of environmental education," the validation team noted. Marjorie Ebersbach, Project Director, Center for Environmental

Learning, Bevard County School Board, 705 Avocado Ave., Cocoa, Florida 32922 (305) 636-6543. No. 69

Upper Mississippi River ECO-Center

"We always leave a place better than we found it"—a fitting motto for this seven district cooperative in environmental and outdoor education. The ECO-center serves as the coordinating unit for the districts while providing an environmental resource facility with a reference center for K-12 teacher and student use. Community involvement and environmental awareness activities also are coordinated through the Center. Among the curriculum reform movements taking place in the cooperating school districts are the following: inservice training of 200 classroom teachers; identification and development of area resources for field experiences; development of the Bluffville Outdoor Education Site, an 80-acre portion of a school farm, as a study area of forest, prairie, marsh and stream; production and testing of curriculum aids for area teachers; and dissemination of a monthly newsletter on environmental education and activities for district teachers. The ECO-Center's approach provides fifth and sixth graders with firsthand knowledge of the environment through one-day field trips to local sites. High school students may participate in a one-week credit course called Operation Awareness, in which the students spend a week on a canoe-camping-backpacking expedition in or around the Mississippi backwater area. Dennis Etnyre, Project Director, ECO-Center, Thomson, Illinois 61285 (815) 259-3282. No. 70

Topeka Environmental Education Project

The Topeka Environmental Education Project has received a big boost from both classroom teachers and the public, which has resulted in greatly improved school-community relations. Based on input from the Community Council, three broad topics were identified for curriculum development: planning for increased population, pollution and balance of nature. Materials were developed by the project's elementary, secondary and special education specialists, through a sequence of activities which required integrating environmental concepts with the regular instructional program, getting input from students, teachers and special resource groups, conducting classroom and field trip experiences and identifying and using community resources. The project staff trained teachers to use the materials and also trained 50 community volunteers to lead small groups of children during field trips—an integral and necessary part of the project's approach to environmental education. The project reciprocates for help received from the community by supplying information and materials and conducting workshops for youth and adult civic groups. Donald French, Project Coordinator, Topeka Public Schools, Instructional Resource Center, 1601 Van Buren, Topeka, Kansas 66612 (913) 232-9374. No. 71

Cooperative Environmental Education Project

Sixth graders and their teachers were given the opportunity to learn about the environment and to develop positive attitudes toward improving the environment under a Title III project approved for a consortium of nine schools. Operating out of a newly established Environmental Education Center, project staff conducted three ten-week sessions for sixth-grade teachers and their classes. Each school was visited by staff specialists in order to plan for appropriate activities at each school. Project staff have also compiled environmental education programs. Tests administered to participating students and teachers showed the students increased their knowledge and appreciation of the environment while teachers showed positive change in attitude and in teaching behavior. Larry Liggett, Project Director, Environmental Education Center, 13 Veteran's Dr., Oteen, North Carolina 28805 (704) 298-3706. No. 72

Project I-C-E (Instruction-Curriculum-Environment)

All teachers are encouraged to incorporate environmental concerns as a natural part of all grades and all subjects by Project I-C-E. As a regional effort with an audience of 53 public school districts and 122 non-public schools, I-C-E involves 7,500 teachers, 165,000 students and the community through the following activities: environmental education guides for all K-12 subjects; an environmental resource materials center of films, filmstrips, simulation games, kits, records and tapes to teachers, business community or social groups in the area; consultation services and identification of community resources by project staff; training and outdoor workshops for teachers; suggestions for the improvement of teaching and curriculum planning; university or college programs for student teachers, interns or methods classes; a monthly newsletter. In approaching curriculum innovation, I-C-E recommends the use of episodes (miniature lesson plans). The episodes can be modified by the teacher in accordance with his ecological training or experience, the type and scope of curricular improvement being sought and the local situation. All

curriculum guides were tested and revised as needed. The project calls for total involvement of the community in its activities, and the services of an environmental education specialist to all schools. Robert J. Warpinski, Project Director, Cooperative Educational Service Agency #9, 1927 Main St., Green Bay, Wisconsin 54301 (414) 468-7464. No. 73

Outdoor Laboratory to Develop Communal, Ecological and Scientific Experiences

In Puerto Rico's San German School District, a Title III project has led to improved teaching and enriched learning in sciences and social studies in grades 6-8. The method has been one of establishing an outdoor laboratory and providing the district's four science and social studies teachers with adequate materials and technical assistance in the use of the facility. Ten governmental agencies have been tapped for advice in development and implementing the project. Activities have centered on the interrelationship between plants, animals, air and water. Specifically, students are offered studies in aquatic life, in different types of grasses in Puerto Rico, in how a weather station works, in the identification and labeling of plants and in other activities relating to nature. Teachers in the district report improved school discipline and attendance due to the impact of the project. David Malave, School Superintendent, Department of Education, Dr. Veve St., San German, Puerto Rico 00753 (809) 892-1790. No. 74

SPECIAL CURRICULUM

Validated projects categorized as "Special Curriculum" are considered special for several reasons. All try to provide something a little different for the student, in addition to the three R's. Many of the students who serve as the target population for these projects may be considered special because of their creative talents in the arts. Others are special because they need a secure atmosphere—one that offers direction, freedom, understanding and warmth—before they can tackle an academic curriculum. Special curriculum projects sometimes enable the student to spend as much time in the community as he does in formal classes; other projects enable the teacher to try new methods and techniques or perhaps to replace the "traditional" textbooks with audio-visual materials or teacher- and student-made instructional materials. Because the approaches are generally new to the particular school system, the teachers learn as much as the students. In the process, some curricular approaches and materials are abandoned, others are encouraged and expanded to other parts of the school system.

Talents Unlimited

Talents Unlimited is designed to help teachers recognize and nurture multiple talents in all children, including those of productive thinking, communicating, forecasting, decision making and planning, as well as in academic areas. The project operates from Arlington School, the inservice center for Mobile County Public Schools. The program is a structured attempt to implement and evaluate, in elementary classrooms, the multiple talent theory of Calvin Taylor. Included are replicable models for teacher training, instruction and evaluation. The project's general objectives are to upgrade the instructional program by helping teachers develop understanding skills and attitudes related to everyday multiple talents; to improve students' talent while enhancing their self-concept and academic achievement; and to develop the models necessary for implementing a talent development program in the classroom. Sara C. Waldrop, Project Director, Arlington School, 1107 Arlington St., Mobile, Alabama 36605 (205) 438-9709. No. 75

A Cultural Approach to the Teaching of Social Studies

Seventh graders have shortened the distance be-

tween ancient Mesopotamia and modern Montgomery, Alabama, through a revised social studies curriculum. Students depart from the "read the textbook and answer the questions at the end of the chapter" approach used formerly. Five Student Learning Units (SLU's) were developed by seventh-grade teachers during three summer institutes. Concurrently, the teachers learned how to teach the cultural approach, which traces each civilization according to man's activities in six categories: political, social, religious, intellectual, economic and aesthetic. Students are provided many resources in addition to the SLU's, including: supplemental library materials, maps in the form of transparencies, slides of important works of art, listening stations and tapes of appropriate instrumental music. "Skills in critical thinking are more likely to be developed through the use of this method," according to one teacher. Thomas A. Bobo, Project Director, Montgomery Public Schools, Box 1991, Montgomery, Alabama 36103 (205) 269-9111 ext. 230. No. 76

Learning Music as a Language

Although the Muscogee County School District held that all children should be taught music, the question of the appropriate method was unanswered. This Title III project tested four different methods in the district's schools to find out which would have greater payoff in musical "literacy" (the ability to appreciate, understand, perform, compose and listen critically to music). Students received music instruction twice weekly, with emphasis on one of the methods: Comprehensive Experience, which allowed students to sing, listen and play various instruments; Creative Experiences, in which students explored and created music in a lab setting; Instrumental Experiences, starting with grades K-1; and Vocal Music Experience (the Kodaly system). Two other approaches were dropped midway: one using ETV and another emphasizing only listening skills. The project report noted that musical achievement, as measured by MAT, generally has been improved significantly by the project. "However, there has not been a consistent tendency for certain of the project groups to produce superior results on all tests." Another test led an evaluator to conclude that project schools are superior to control schools both in achievement and attending behavior in the classroom. George R. Corradino, Project Director, Muscogee County School District, 1532 Fifth Ave., Columbus, Georgia 31901 (404) 324-6487. No. 77

Operation Bruce (Pontoon III)

Seventy-seven high school students, identified as potential dropouts and those who were often truant, were given the chance to select, carry out and evaluate their own curriculum under an alternative school program in Marion, Indiana. Students moved to a totally different learning environment—one that alternated school work with community involvement. Students completed their academic requirements in mathematics, language arts and social studies in half-day sessions in two classrooms in the high school building. During the rest of the day, they could take other academic studies, participate in any extracurricular activities or participate in volunteer community activities or work programs. The students, as a group, were responsible for providing their own direction and carrying out their own discipline. Results: parents became more involved in their children's education; the dropout rate for the project group was comparable to the total school population and five times better than the control group; attendance improved to the point of being identical to the total school population rate; students volunteered for 12,000 hours of service activities and earned $23,000 in work release programs. Although the project met resistance within the school, the director reports that it has had a marked effect on the traditional curriculum. A somewhat similar project has already begun for low-ability students and many faculty members are beginning to explore the possibility of individualizing instruction, the director notes. Gary L. Phillips, Project Director, Marion Community Schools, 750 W. 26th St., Marion, Indiana 46952 (317) 664-9051. No. 78

Project DEEP (Diversified Educational Experiences Program)

Some very real problems—including a 35% dropout rate, a 15% absentee rate, many failures in required courses and the adoption of a desegregation plan—brought Project DEEP into existence. As perceived by DEEP, secondary teachers need additional training in urban teaching skills and students need the option of alternatives in required academic subjects. DEEP recommends that required academic subjects, primarily Social Studies and English, be taught in an open manner, away from the regular classroom, by teachers who have been trained to deal on a high trust/risk level, and a one-to-one, give-and-take basis with students. The students work with media in setting goals and carrying out projects that meet their own interests, plans, learning, imagination and creativity. Enrollment in such a class is voluntary; 1,500 students

participated in 50 DEEP classes taught by 43 teachers in one year. Results: the average absentee rate in DEEP classes was 8.9%, while average rate for the high schools overall was 12.4%. Similarly, the dropout rate declined. In the high schools overall, the dropout rate ranged from 12.37% to 13.04%, but in DEEP classes, the dropout rate was 7.78% to 8.39%. Ralph Parish, Project Director, Murdock-CITE, 670 N. Edgemoor, Wichita, Kansas 67208 (316) 683-4640. No. 79

Institute for Political and Legal Education

How much do high school students know about voter education, state, county and local government and individual rights? Not enough—which led to the funding of the Institute for Political and Legal Education. The Institute draws students and teachers from 14 New Jersey schools in urban, rural and suburban districts, and provides an alternative approach for accreditation in Social Studies. Project-developed manuals giving information and instruction on unique facets of state government are supplemented by simulation games, surveys, community projects, audio-visual materials and internships. Outside trainers come into the classroom to inform students on topics such as campaign techniques and lobbying. Full-day seminars bring together large groups of students and resource people in particular areas, e.g., state government, campaigning/canvassing, individual rights, etc. A unique feature of the program is the fact that the community is viewed as a classroom, in that the Institute attempts to utilize various resources in the community. After acquiring a level of understanding of the process, students intern or do field study work in local and state agencies, and eventually possess the ability to undertake locally initiated projects to affect their community in a positive manner. Barry E. Lefkowitz, Project Director, Box 426, Glassboro-Woodbury Rd., Pitman, New Jersey 08071 (609) 589-3410. No. 80

Providing Educational/Vocational Opportunities

This Title III project in Tacoma gives 12- to 15-year-old parolees from juvenile institutions a stable base for entrance into a regular school program in place of return to the institution for "bad" behavior. The project, which is integrated into a "stable" junior high, admits students on a space available basis. Of 19 students during 1973-74, 11 were parolees. The others were students who exhibited delinquent-type behavior or those in need of highly individualized assistance. Project personnel first try to establish a feeling of stability for the students, many of whom come from foster or group homes. Learning proceeds

in a group situation, with students working on individually assigned projects, grading themselves and learning responsibility within the atmosphere of a "healthy family relationship." Parents and other adults are encouraged to physically join in the group. Lacking that, project personnel go with troubled students to their homes to talk out problems. One-to-one communication between students and many adults is encouraged, as is the "mothering" by aides in their day to day work with the youngsters. Results: the rate of parole revocation during the 1973-74 school year was reduced by almost 60% over the 1969-70 level for similar students. Only 1 of 11 junior high parolees was recommitted to a correctional institution. Formerly the rate would have been as high as two-thirds. Students gained nine times their expected reading rates, i.e., 3.02 years growth compared with an anticipated three months. And the number of deviant behavior ratings was decreased by one-third. Daniel M. Barkley, Project Director, Stewart Junior High School, 5010 Pacific Ave., Tacoma, Washington 98466 (206) 475-6600. No. 81

Wide Horizons

In Wide Horizons, senior high school students receive credit when they meet predetermined objectives which include the completion of courses that require them to interact with the local community. Activities are varied, as are the community sites. Included are business, governmental agencies and cultural, historical and geological sites. More than 500 citizens have been involved, from initial project planning to serving as mentors for the students. Teachers coordinate activities of citizens and students and hold weekly meetings with students to discuss progress and needed changes. Classroom work takes the form of individual conferences, demonstrations, large group lectures and films. Students in a Wide Horizons experimental group spent from 15 to 32 hours per trimester in contact with adults, compared with four hours per trimester by students in a control group. Nick LeCuyer, Project Director, Yakima Public Schools, 104 N. 4th Ave., Yakima, Washington 98902 (509) 248-3030. No. 82

Studio Study Center for Creatively Gifted Students

The Studio Study Center caters to one group of students—those who are special by virtue of their creative talent. The idea behind the Center is to channel some of the students' special talent in the direction of active participation in the arts (painting, sculpture, prose and poetry, architecture, drama, music and

dance). Students were chosen for the program on the basis of their own and their teachers' suggestions and a test to determine creative thinking. Up to 10 minicourses were offered each six-week period, with students free to participate in a maximum of four. Instructors were drawn from the community, and students and staff were encouraged to develop close working relationships, with much one-to-one instruction. Students are introduced to great artists through a daily assembly program featuring slides, records or presentation of the artists' works. Exhibits, open houses, an annual catalogue of students' creative writing, as well as weekly TV program, "The Purple Cows," were all used by the project to disseminate information to the community. The Center activities overflowed into the regular school curriculum, with the introduction of 50-minute microcourses for all students offered by Center personnel. Richard S. Williams, Project Director, Yakima Public Schools, 104 N. 4th Ave., Yakima, Washington 98902 (509) 248-3030. No. 83

Laboratory: Teaching of the Guitar by Multi-Media Audio-Visual Aids

Playing the guitar is now much simpler and more widespread among students at Luis Munoz Rivera Secondary School, where interest in the instrument runs high. Prior to the project, one teacher was teaching guitar to 15 students, while 60 others were waiting to get into the course. With a small grant from Title III and other local and state funds, the teacher instituted a new type of programmed lessons which feature audio-visual materials. Students are able to practice independently and to play back their performance on the electric equipment. The equipment also enables the teacher to monitor individual student performances without disturbing the rest of the group. The lessons, all written in English, provide an opportunity for the students to enrich their vocabulary and to improve their reading skills. The validation team attested to the validity of the audio-visual method of teaching guitar and sampled its effectiveness by listening to student performances, both individually and in groups. Brunilda Lugo De Cruz, Project Director, School Superintendent's Office, Lajas, Puerto Rico 00667 (809) 892-1452. No. 84

ESEA Title III

Title III of the Elementary and Secondary Education Act of 1965 provides funds to local schools for the purpose of stimulating innovation and change in educational practices. Funds are made available to the states on a formula based on the number of school-age children in each state. Fifteen per cent of the appropriated funds for Title III are administered directly by the U.S. Commissioner of Education.

Since 1965, more than 6,000 projects have been locally designed, funded and developed at a cost of more than one billion dollars. Many of these projects were taken over by local school districts at the termination of the usual three-year federal funding period.

On the basis of an assessment of its needs, each state encourages the development of projects which offer creative approaches to meeting these needs. A state advisory council then recommends to the Chief State School Officer those project proposals which are considered worthy of Title III funding. Criteria for approval of projects emphasize that the project be innovative or exemplary, that the educational objectives be measurable, that the projects be soundly planned and economically feasible and that they be worthy of dissemination and replication.

The following people are charged with the responsibility of administering Title III within the United States Office of Education:

Mr. Robert Wheeler, Acting Deputy Commissioner, Bureau of School Systems, U.S. Office of Education, 400 Maryland Avenue, S.W., Room 4111, Washington, D.C. 20202 (202) 245-8626.

Mr. Thomas Burns, Acting Commissioner for State and Local Programs, U.S. Office of Education, 400 Maryland Avenue, S.W., Room 2079, Washington, D.C. 20202 (202) 245-8148.

Dr. Lee Wickline, Director, Division of Supplementary Centers and Services, U.S. Office of Education, 7th and D Streets, S.W., Room 3682 ROB, Washington, D.C. 20202 (202) 245-2257.

The following people are charged with the responsibility of administering the state programs:

Alabama: Mr. Billy Mellown, Coordinator, Title III, ESEA, State Department of Education, Montgomery, Alabama 36104 (205) 269-7357

Alaska: Mr. Ron Bedard, Director of Instructional Services, State Department of Education, Juneau, Alaska 99801 (970) 586-5255

Arizona: Mr. Fred Sughrue, Director, Title III, ESEA, State Department of Public Education, Arizona State Building, 1688 W. Adams Street, Room 720, Phoenix, Arizona 85013 (602) 273-1333

Arkansas: Mr. Fay Bohannon, Coordinator, Title III, ESEA, State Department of Education, Arch Ford Education Building, Little Rock, Arkansas 72201 (501) 371-1245

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Massachusetts: Mr. Robert Watson, Acting Coordinator, Title III, ESEA, State Department of Education, Boston, Massachusetts 02111 (617) 727-5750/5742

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Oklahoma: Mr. Grover Bratcher, Coordinator, Title III, ESEA, Department of Education, Will Rogers Building, Room 310, Oklahoma City, Oklahoma 73105 (405) 478-0880

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Puerto Rico: Mrs. Sara M. Lopez, Director of Educational Development, Urban Industrial, Department of Education, Hato Rey, Puerto Rico 00919 (809) 764-3445

Virgin Islands: Mrs. Mavis Brady, Coordinator, Title III, ESEA, Department of Education, Government of the Virgin Islands, P.O. Box 630, Charlotte Amalie, St. Thomas, Virgin Islands 00801 (809) 774-0807

Trust Territory of the Pacific Islands: Mr. William Foster, Coordinator, Title III, ESEA, Department of Education, Trust Territory of the Pacific Islands, Saipan, Mariana Islands 96950

Bureau of Indian Affairs: Mr. Gordon Gunderson, Chief Branch of Special Programs, Division of Educational Assistance, Bureau of Indian Affairs, Room 201, 5301 Central Avenue, N.E., Albuquerque, New Mexico 87108 (602) 843-2427.

American Samoa: Mr. Sili Atuatasi, Coordinator, Title III, ESEA, Department of Education, Pago Pago, American Samoa 96920

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